

Day 17

“A boil cannot be cured by merely cutting it off.

In the same manner,

We never experience peace by force

But by removing the main cause of the conflict.”



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Adjectives

Adjectives are words that describes, limit or modify nouns and pronouns. It adds life and color to your sentences. It answers any of the following questions regarding the particular noun or pronoun that it describes:

What kind?

How many?

How much?

Which one?

Let's look at the following nouns:

Winnie

Food

Building

Friday

Song

Dogs

Adjectives give a clearer picture about the nouns and pronouns that they describe.

Let's place adjective to our nouns and pronouns:



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Lovely Winnie

That food

Tallest building

Quite Friday

Familiar song

Colorful dogs

Here are more examples of how adjectives describe nouns:

What kind?	How many?	How much?	Which one?
Clear sky	ten apples	enough water	those pants
Lovely road	three roads	inadequate air	this road
Old house	five houses	ample room	that house

There are three uses of Adjectives:

1. A noun modifier is usually placed directly before the noun it describes.

* He is an intelligent man.

2. A predicate adjective follows a linking verb and modifies the subject.

* She is happy.

* I fell terrible.

3. An article or noun marker is another name for these adjectives- *a*, *an*, and *the*.

"The" is used with a specific noun. It is used when the noun it modifier refer to a definite object, person, or place.

"An" is indefinite articles and is used with a nonspecific noun that begins with a vowel or an unpronounced *h*.

"A" is used to modify singular nonspecific nouns that begin with a consonant.

Kinds of Adjectives

1. Indefinite adjective- some, many, much, several, few, a few, a great deal of, little

A. With countable nouns- I have (many, several, few) books at home.

B. With non-countable nouns- I have (much, a great deal of, little) information on history.

C. With both plural countable and non-countable nouns- he has (some, a lot of, enough) money.

D. The infinitive adjectives much, many, little, and few may be modified by too and very.
You are making too much noise.

Numerals - one, two, three (cardinals),

First, second (ordinals)

* He gave me three red roses.

* She is the third contestant.

3. Descriptive- new, all, blue, charming

* The charming woman is my mother.

* The black car belongs to my husband.



4. Proper- proper nouns modifying another noun

* Philippine flag

* Persian bag

* Philippine peso

5. Nouns that modify nouns

* Oak tree

* Paper bag

* Paper doll

6. Phrase and clauses that modify nouns.

* The girl watching television is Charlene, my sister.

7. A clause modifying a noun is usually introduced by a relative pronoun (that, which, who, whom, whose, where)

The man who is driving the car is my husband.

The teacher whom I admire received an award.

Pronouns as Adjectives

1. Possessive adjectives- The possessive forms of personal pronouns are often used with nouns in much the same way as the possessive forms of nouns. Although by structure the words are called pronouns, by virtue of their function.

* This is your book.



2. Demonstrative adjectives

Demonstrative pronouns point out definite persons, places, or things.

Indefinite pronouns do not point out particular places, persons, or things.

The following words in italics are demonstrative pronouns in structure functioning as demonstrative adjectives.

* This radio set

* That calendar

* These books

* Those trees

3. Indefinite adjectives are also called indefinite pronouns.

* Each girl

* All students

* Any candidate

4. Interrogative adjectives are also called interrogative pronouns.

* Whose house is that?

* Which seat do you prefer?

Adjectives can also be found in the predicate. Some of these adjectives in the predicate describe nouns located also in the predicate while others describe nouns located in the subject. The latter are called predicate adjectives.



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Day 18

“A good marriage would not be between

A blind wife and

A deaf husband.”



Adjectives have Comparison

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1. Positive degree denotes quality; no comparison is needed.

* Your suggestion is good

Comparative degree denotes quality in the greater or lesser degree: used when two are being compared.

A. The comparative degree of almost all one syllable adjectives is formed by adding *er* to the positive degree, or to the simple form of the adjective.

B. If the adjective ends in *y*, change *y* to *i* before adding *er*. Some adjectives change in the form of the word. In others, you may need to prefix such comparative words as *more* and *less*.

* My wife was more emotional than her mother.

Superlative denotes quality in the greatest or least degree; used when more than two are being compared.

Adjectives of one or two syllables form the comparative degree by adding *er* to the positive and *est*

B. Three or more syllables form the comparative by using more or less and the superlative by using *most* or *least*.

C. Some adjectives are compared irregularly.

* Fidle has the sharpest mind in class.

Degrees of Comparison



Positive	Comparative	Superlative
Bad	worse	worst
Big	bigger	biggest
Comfortable	more comfortable	most comfortable
Difficult	more difficult	most difficult
Famous	less famous	least famous
Fat	fatter	fattest
Fine	finer	finest
Good	better	best
Late	later	latest
Little	less	least
Many	more	most
Out	outer	outset
Wide	wider	widest

Farther refers to distance or remoteness in space.

Further refers to remoteness in time, to degree, extent, or quantity. Further is also used to express the idea of something more or additional.

Positive	Comparative	Superlative
Far	further	furthest
Far	farther	farthest

Adjective that are not compared

Perfect	unique	square	universal
Single	supreme	fatal	empty
Vertical	full	alone	dead
Final	mortal	round	deadly
Straight	blind	everlasting	wrong
Almighty			

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Day 19

**“For yesterday is but a dream,
And tomorrow only a vision,
But today, well-lived, makes every yesterday
A dream of happiness,
And every tomorrow
A vision of hope and joy.
Look well then to this day.”**

Adverbs

An adverb modifies a verb, an adjective, or another verb.

Fast, slowly, very, well

Adverbs answer the questions how, where, when, and to what degree.

Adverbs should not be used to modify nouns.

Kinds of Adverb

1. Adverb of manner answers the question how?

- * He writes neatly.
- * My cousin works hard.

2. Adverb of time answer the question when?

- * She is coming tomorrow.
- * Please deliver our magazine now.

3. Adverb of place answers the question where?

- * Let us meet in the restaurant.
- * Here is the book you are looking for.



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4. Adverb of frequently answers the question how often?

- * He writes to him regularly.
- * He visits me every month.

5. An adverb of degree answers the questions how much, how small, how long, to what extent, etc.

These kind of adverbs usually modify adjectives or other adverbs.

- * The painting is almost finished.
- * The mango is very sweet.

6. An interrogative adverbs asks a question.

- * Where are you now?

* How many times have you read the English Grammar Book?

Exercise1: Change the following adjectives to adverbs

1. Careful 6. Slow
2. Fast 7. Merry
3. Weak 8. Graceful
4. Easy 9. Quick
5. Neat 10. Quiet

Exercise2: complete the sentence by choosing the appropriate adverb.

In the crib	in the park	under the table
In the playground	in the library	everywhere

1. The children are _____.
2. The students are researching _____.
3. Noise and dirt are _____.
4. Thru baby lies _____.
5. The cat sleeps _____.

Degree of Comparison

Like Adjectives, Adverbs can be used to compare. The three degrees of comparison are: positive, comparative, superlative.

A few adverbs form the comparative degree by adding *er* to the positive degree.

They form the superlative degree by adding est to the positive degree.

Most adverbs are compared by placing before the positive forms, the words “more” or “less” for the comparative degree and most or least for the superlative degree.

4. Like adjectives, a few adverbs are compared irregularly.

Positive	Comparative	Superlative
Abruptly	more abruptly	most abruptly
Awkwardly	less awkwardly	least awkwardly
Carefully	more carefully	most carefully
Discreetly	more discreetly	most discreetly
Efficiently	less efficiently	least efficiently
Fast	faster	fastest
Far	farther	farthest
Far	further	furthest
Favorably	less favorably	least favorably
Gratefully	less gratefully	least gratefully
Hard	harder	hardest
Late	later	latest
Near	nearer	nearest
Quick	quicker	quickest
Slow	lower	slowest
Soon	sooner	soonest

Some adverbs are not compared. The following adverbs cannot be used in the comparative or superlative degrees.

Before	ever	here
Never	no	that

Now	so	then
There	thus	too
Very	past	yes
By	back	whenever



Day 20

**“Selfishness is the cause of jealousy,
While jealousy nurtures selfishness.”**



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Preposition

A preposition shows the relation between a word and a noun and pronoun that follows. It indicates

- A. Place and position- across, above, below, between, behind, beyond.
- B. Direction and motion- in, toward, out of, about, around, though, by, down, over
- C. Time- at, before, after, during, since, until

Exercise: Give the correct answer.

1. Feeling terribly sorry (about, over, for) one's self is not good for his health.
2. To distinguish (between, at, among) an adjective an adverb is not easy.
3. Joyce Allen was born (in, on, at) October 14, 1993.
4. My friend lives (at, in, on) 143 San Jose Del Monte Bulacan.

5. Our memory fades (across, behind, beyond) the time.

Commonly used as Prepositions

Above	at	by	into	toward
About	before	down	like	through
Across	behind	during	near	under
After	below	expect	of	until
Against	beneath	for	off	up
Among	between	un	since	with
Around	but	inside	to	within

Prepositional Phrases

A prepositional phrase is a phrase that functions as an adjective or an adverb. Structurally, a prepositional phrase consists of the preposition and the object of the preposition.

Phrase is a group or words without a subject and predicate that functions as single part of speech.

- * We went up the highest hill.
- * The woman with long hair is a swimmer.

Types of Prepositional Phrase

A. An adjective phrase is a prepositional phrase that modifies a noun or pronoun. It is often the equipment of an adjective.

- * The chemical inside the drum is leaking.

The prepositional phrase is the group of words inside the drum. The phrase also functions as an adjective because it modifies the noun chemical.

* The view across the river is breathtaking.

The prepositional phrase is the group of words across the river. The phrase also functions as an adjective because it modifies the subject view.

B. An adverbial phrase is a prepositional phrase that modifies a verb, an adjective, or an adverb. Like the adverb, the adverbial phrase answers the questions: when? Where? How? And to what extent? Adverbial phrase expresses time, place, manner and degree.

* My classmate lives on Ayala Avenue. (Expresses place- on is used to indicate names of streets, avenues, etc.)

* My classmate lives in Canada. (Expresses place- in is used to indicate the names of cities, provinces, countries and continents)

* My classmate lives at 111 Ayala Avenue, Pasig City. (Expresses place- at is used to indicate specific address.)

The Correct Use of Prepositions. *Around* means encircling. *About* often means approximately. Do not use around when you mean approximately.

Correct: The book about costs \$99.

He weighed about 250 pounds.

You can tie a rope around its belly.

Incorrect: The book costs around \$99

He weighed around 250 pounds.

You can tie a rope about its belly.

B. One *agrees to* a proposal, but *agrees with* a person.

Correct: We agree with you.

Incorrect: We agree with his suggestion.

C. Beside means by the side of. "Besides" means "in addition to".

Correct: Can Angelo sit beside you?

Incorrect: Can Angelo sit besides you?



D. *Between* is used when referring to two.

Among is used when referring to more than two.

Correct: Mikoy and Ramen divided the money between them.

The Thirty students divided the money among themselves.

Incorrect: Micoy and Ramen the money among them.

The thirty students divided the money between themselves.

E. One *differs* with a person in the matter of opinion. A person or thing *differs* from the. In certain respects; that is, the person or thing is unlike another in certain respects.

I differ from you of the matter of how we should proceed. (Incorrect- differ in opinion)

I differ with you on the matter of how we should proceed. (Correct- differ in opinion)

Cebu differs with Manila in many ways. (Incorrect- in certain respects)

Cebu differs from Manila in many ways. (Correct- in certain respects)

F. *Different* from is correct. Do not use "*different than*", which is incorrect.

Correct: Her testimony in court was different from what she told me.

Incorrect: Her testimony in court was different than what she told me.

G. The preposition *in* indicates location or motion within a place.

The preposition *into* indicates motion toward the inside from the outside.

* The swimmer jumped into the pool. (Motion from the outside)

* She is swimming in the pool. (Motion within a place)

H. Over expresses the idea of place. More than expresses the idea of quality.

Correct: The box contains more than one hundred apples.

Incorrect: The box contains over one hundred apples.

I. Do not say *in* regards to or with regards to. The correct expressions are in regard to and with regard to.

Correct: In regard to your request, we are sending the package.

Incorrect: In regards to your request, we are sending the package

Day 21

**“I can control my anger,
I can subdue irritability,
I will keep cool and be unruffled,
I will be unmoved by anger as a rock,
I am courageous and full of hope.”**



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Conjunction

Conjunctions connect words or group of words.

Conjunctions join the independent clause and are used as transition words.

Therefore	also	however
in fact	indeed	hence
consequently	furthermore	on the other hand

Types of Conjunctions

A. A coordinating conjunction- coordinates tie together words that have the same grammatical construction.

and	but	for
nor	or	yet
for	so	

* Julia and Petra are pretty girls.

B. A correlating conjunction is used in pairs to connect the same kind of words or group of words.

both...and	neither...nor
whether...or	either...or
not only...but also	

* Neither we nor they want it.

* I will visit you, whether by boat or by plane.

* Xyli is not only beautiful, but also brilliant.

C. A subordinating conjunction is function words that join an independent clause to a main clause, or connects two ideas by making one idea dependent on the other. The relation may be one of:

1. Cause (as, because, in as much as, since)
2. Comparison (as...as, so...as, than)
3. Concession (although, though, while)

4. Condition (if, provided that, unless)
5. Manner (as, as if, as though)
6. Place (where, wherever)
7. Purpose (in order that, so that, that)
8. Result (so that, so...that, such...that)
9. Time (after, as, before, since, till, until, when, while)

Exercise1: Join the sentences into one compound sentence. Use and, but, yet, or and so.

1. The children came along. The party was postponed.
2. The Philippines is said to be beautiful country. I like Baguio best.
3. The students studied hard. They scored high in the test.
4. The sun is bright. The wind is warm.
5. My friends passed the test. They will graduate.

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Exercise2: Prepositions and Conjunctions

1. I have no means (of, in) getting to the theater.
2. You must do (as, like) I tell you.
3. Divided these brochures (among, between) all those attending the workshop.
4. I can't afford to go to the party; (beside, besides) I have other things to do.
5. Your business prospects are different (from, than) mine.
6. I do not know (whether, as how) I can take the last trip to Palawan.
7. Those children look (as if, like) they have a holiday.
8. I had hardly slept a wink (when, until) he called.
9. We arrived (in, at) Baguio last night.
10. Don't (blame, put the blame) on him alone.

Interjections

ah	alas	bah
darn	goodness	hey
oh	pshaw	uh
ugh	whew	wow
ouch	what	hurry
yippee	good	well

* Well! When are you leaving?

* Ouch! You're touching me.



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Chapter III

Clauses

Day 22



“As you see - so you feel

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As you feel - so you think

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As you think - so you will

As you will - so you act.”

Clauses

A clause is a group of words that has a subject and a predicate, and clause is part of a compound sentence.

Two Kinds of Clauses

1. Independent clause contains a subject and a predicate. It can stand by itself as a complete sentence.

A main clause expresses a complete thought.

* I am doing my best.

* Group B will cook our meals.

2. Dependent clause is a group of words that has a subject and a predicate, but the clause cannot stand alone as a complete sentence. It is only a part of a sentence. Dependent clause also called subordinate clause, it is usually introduced by a subordinate conjunction or by a relative pronoun. Both of these connecting words would communicate that the clause is subordinate, or dependent, to a main clause.

* Because my sister borrowed my car. (Dependent clause)

* I was unable to visit you because my sister borrowed my car. Complete sentence)

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Types of Dependent Clauses

Adverbial clauses

1. Adverbial clauses function as adverbs. Adverbs modify verbs, adjectives, and other adverbs. Adverbs tell how, when, where, and to what extent the action is performed. Adverbial clauses answer the same question and, in addition, express several other ideas which the simple adverb does not express.

* I always wake up when the alarm clock rings.

Subordinate Conjunctions

Subordinate Conjunction called connecting word because it makes the idea expressed by its clause subordinate to the main idea in the sentence.

-An adverbial clause is usually introduced by a subordinate conjunction.

-also shows the relation between the subordinate (dependent) clause and the word in the main (independent) clause which is subordinate clause modifies.

-is used to show that the clause which it introduces is a subordinate clause, and not a main clause.

-It also indicates the exact type of relationship that the subordinate clause has to the main clause.

The following are the Subordinate Conjunctions that are commonly used to introduce adverbial clauses:

After	even though	till
Although	except	though
As	if	unless
As--as	in order that	until
As if	provided	when
As long as	provided that	whenever
As soon as	since	where
As though	so --as	wherever
Because	so that	whether
Before	than	while

Even if	that	
---------	------	--

* They played because they wanted to win the championship.

Kinds of Adverbial Clause

A. Time: I read the book while I was waiting for you.

B. Place: Please stand near the fountain where I can see you.

C. Manner: I tried to speak in front of the crowd as if I were a politician.

D. Degree: She worked as fast as was necessary.

E. Comparison: The professor came in late than her usual schedule.

F. Purpose: She studied very hard so that he will top the exam.

G. Result: The war is now inevitable so that we will have to evacuate.

H. condition: I will go to you provided

I. Concession: Mr. Yani won the chess game although he sacrificed his queen.

J. Cause or Reason: The robot was destroyed because your younger brother toyed with it.

Subordinate Conjunction commonly used in adverbial clause of the various types:

A. Time: after, before, when, whenever, since, until, as soon as, while

B. Place: where, wherever

C. Manner: as, as if, as though

D. Degree: that, as---as, not so--as, than

E. Comparison: as, than so--as, as--as

F. Purpose: that, so that, in order that

G. Result: that, so that

H. condition: if, provided, provided that, unless

I. Concession: although, though, even if

J. Cause or reason: as, because, since

Common mistakes:

Incorrect: I run faster than him.

Incorrect: you can run as fast as us.

In an unfinished clause of comparison, supply the omitted words to check the case of the pronoun.

* I run faster than he (runs).

By supplying the omitted word *runs*, it is now clear that the pronoun *he* is used as a subject of the phrase *he runs* and should therefore be in the nominative case (*he*) and not in the objective case (*him*).

Similarly by supplying the omitted words in the second sentence, it will be clear that the pronoun *we* should be in the nominative case (*we*) and not in the objective case (*us*).

* You can run as fast as we (can run).



* You have played longer than *I*.

* The letter was sent to *me*.

* My daughter embraced *me*.

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Exercise: Error Detection

Direction:

Each item below consist four sentences. All sentences may be correct or one of them may have an error or mistake in grammar. If all sentences are correct, write E on your answer sheet. If one of the sentences contains an error, write the letter of this sentences on your answer sheet.

1. a. Salome handed in an assignment this morning but it wasn't satisfactory.

B. Professor Lim told her that she had to do a paper again.

- c. Xylita discovered that she left but a part of her assignment.
- d. She blamed herself for her carelessness and promised to be more careful next time.
- e. No mistakes.
2. A. I didn't saw Petra in the meeting this morning.
- b. She was sick but I did not know that.
- c. Do you think she will be able to come tomorrow?
- d. I have to know because she was given me the paperback I lent her last week.
- e. No mistakes.
3. A. If you are truly fond of someone you don't laugh at his mistakes.
- b. You don't become disappointed when he doesn't seem able to do what has planned.
- c. If you believe in his ability you help him develop confidence in himself.
- d. This approach is very satisfying to both of you and will lead to a more pleasant relationship.
- e. No mistakes.
4. a. Jonny spent two hours trying to solve the problem assigned to him.
- b. At first he don't have any idea what the problem was about.
- c. After restating the problem he was able to outline the steps he would do.
- d. From then on, it was smooth sailing for him.
- e. No mistakes.
5. A. We have lived in Batangas since 1980.
- b. I think we will be making it our home because father and mother think it is a good place to bring up children.

c. Before 1980, my parents live in Aklan where they both taught at one of the schools there.

d. We found Malaybalay a peaceful place and a healthful one, free from the distractions of city life.

e. No mistakes.



Day 23

**“We live and work and dream,
Each has his little scheme,
Sometimes we laugh,
Sometimes we cry,
And thus the days go by.”**



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2. Adjective Clauses

Adjective Clauses function as adjectives. Adjectives modify nouns and pronouns.

An Adjective Clauses is usually introduced by a relative pronoun.

A relative pronoun is a pronoun that joins an adjective clause to some word in the independent or main clause. Antecedent of the relative pronoun the word to which it joins the clause. The relative pronoun used in this way are:

Who	whom	which	that
-----	------	-------	------

- * The manager who received the award was my high school teacher.
- * I will buy you those toys that you requested yesterday.
- * I saw the girl whom I met at the office.

It is often difficult to determine whether to use "who" or "whom" when one of these words is used to introduced a subordinate clause. You have to keep the following rule in mind:

Who is the correct form of the nominative case.

Whom is the correct form for the adjective case.

Whose is the correct form of the possessive case.



Incorrect: I met the lady who I saw carrying your radio.

Correct: I met the lady whom I saw carrying your radio.

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Restrictive and Nonrestrictive Clause

1. Restrictive Clauses- clauses that are necessary to the meaning of the sentence. Commas do not set off a restrictive clause.
2. Nonrestrictive clause is a clause that is not essential to the meaning if the sentence. Commas set it off.

- * Fernando Angue was the physicist who invented the flying car.

In our example, the clause is *who invented the flying car*. This clause identifies the man and is essential to the meaning of the sentence. The clause restricts the meaning of the sentence to the physicist who invented the flying car; therefore, it is essential to the meaning of the sentence.

* It is exciting to visit museums that display Greek and Roman arts.

The sentence above does not mean that it is exciting to visit museums. The meaning is restricted to visiting a certain type of museums; that is, the type of museums that display Greek and Roman arts. The underline clause is thus necessary to the meaning of the sentence. Commas do not set off such a restrictive clause.

* Ms.Maritess, *The author who wrote an article on DRUGS*, visited our school.

In our example, *who wrote an article on DRUG*, gives additional information regarding the *author*, but the meaning of the sentence is not changed if you leave the clause out. The clause does not place any restriction on the meaning. Therefore it is called a non-restricted clause. Commas set off nonrestrictive clauses.

Noun Clauses

3. Noun clauses function as nouns and are used as subjects of sentences, as objects of verbs, and as objects of prepositions.

The following words introduce the noun clauses: *what, how, that, and where*. These same words are often used to introduced adjectives or adverbial clauses.

The only way to be sure that you are dealing with a noun clause is to determine how it is used in the particular sentence. If it functions the way a noun functions then it is a noun clause.

* Where the eagles will fly is worth investigating.

* How he maintains his high standard of living is very questionable.

* What you are doing is detrimental to your health.

A. Direct object of a verb the same way as a regular noun, a noun clause can also be used.
A noun used as an object answers the question what?

* Do you know (what?) where can stay for the night?

* Please tell her (what?) that I love her?

* I remember (what?) that you promised you would never leave.

B. Object of a preposition is sometimes used as a noun clause, like the noun.

* Please send the form to whoever is in duty.

* We discussed about what type of clothing we should be wearing.

* Adalyn is focused in what she is aiming for.

C. Predicate noun may be used as a noun clause, after one of the linking verbs. Like a regular predicate noun, a noun clause functioning as a predicate noun refers to the same noun or pronoun in the subject.

* The song was that same piece that she sang in Dubai. (Means the same song)

* My first impression was that he is naive. (Means the same impression)

* The message was that we should surrender. (Means the same as message)

Noun Clauses Function

Noun clauses function as nouns and are used as subjects of sentences, as objects of verbs, and as objects of prepositions.

A. Sometimes the word that introduces a subordinate clause is omitted. You can always supply it if you are in doubt about the construction of the clause.

* I assume that they will attack our right flank. (*that*- subordinate conjunction)

* I assume they will attack our right flank. (Subordinate conjunction *that*- omitted)

B. A noun used as an appositive may or may not be set off by commas. Sometimes the appositive is so closely related with the noun that no commas are required. Commas never set off noun clauses used in apposition.

A noun or a noun clause can be used in apposition with another noun. A word in apposition is placed near another to the word to explain it or to identify it in any other way.

* Mr. Rain, the owner, is a nice person. (Noun used as an appositive is set off by commas and explains the noun in the subject)

* My brother Chan will visit us soon. (Noun used as an appositive but is not set off by commas)

C. The subject of sentences beginning in *it* is not a word *it*. To check for the subject, transpose the sentence and look for the subject. When used this way, the word *it* is called an *expletive*.

* It is a well-known fact in this school that you are a coward.

Transpose to:

* That you are a coward is a well-known fact in this school. (Noun clause is the real subject)

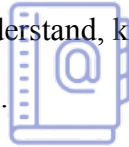
* It is not clear whether they will vote for me.

Transpose to:

Whether they will vote for me is not clear. (Noun clause is the real subject)

D. The word whether and not the word if is used to introduce noun clauses used as the direct object of the verbs say, learn, understand, know,

Doubt, ask, tell, discover, wonder, etc.



Incorrect: Please ask my yaya if she has washed the dishes.

Correct: Please ask my yaya whether she has washed the dishes.

Chapter IV

Classifying Sentences Based on Clauses

Day 24



“Mind is the forerunner of all states.

Mind is chief;

Mind-made are these states.”

Classifying Sentences Based on Clauses

A sentence can be classified based on the number of kinds of clauses that contains.

1. Simple Sentence

A simple sentence contains a single independent clause. It may contain a compound subject, a compound predicate, or both. The important thing to remember is that it is only made up of a single independent clause and it does not contain any dependent clause.

The following illustrate the variety of simple sentence. The predicates are underlined.

- * Eva wrote a book. (Simple subject and simple predicate)
- * Eva and her husband wrote a book. (Compound subject and simple predicate)
- * Eva wrote and published a book. (Simple subject and compound predicate)
- * Eva and her husband wrote and published a book. (Compound subject and compound predicate)

2. Compound Sentence

A compound sentence contains two or more independent clauses. The clauses may be put together by a conjunction. A semicolon may also form them.



- * Eve wrote a book. (Simple sentence)
- * Her husband published it. (Simple sentence)

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Combine the two simple sentences to form a compound sentence:

- * Eve wrote a book, but her husband published it.

Using Comma and Semicolon

Comma may express a slight break in the thought expresses.

A. In combining simple sentences into a compound sentence, you may; use a comma before a conjunction, use a semicolon without a conjunction, or use a conjunction without a comma.

* Eve wrote a book, but her husband published it.

The sentence could also be written:

* Eve wrote a book; her husband published it.

* Eve wrote a book but her husband published it.

B. When the independent clauses of a compound sentence are very long, or have internal punctuation, a semicolon is generally used before the coordinate conjunction. Internal punctuation means that there are commas within one or both of independent clauses.



* I missed my children, especially in the late afternoons; but, I managed to cope.

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C. A comma should not join two independent clauses unless a coordinate conjunction is used. When the writer uses a comma between the independent clauses of a compound sentence, he makes the error known as the comma fault.

* President Juan campaigned hard in the cities, he also visited the remote towns. (Comma fault)

Comma Fault- the sentence is made up of two independent clauses joined solely by a comma.

To eliminate the error, you may do the following:

* President Juan campaigned hard in the cities; he also visited the remote towns. (Use of semicolon)

* President Juan campaigned hard in the cities, and he also visited the remote towns. (Use of a conjunction with a comma)

* President Juan campaigned hard in the cities and he also visited the remote towns. (Use of a conjunction without a comma)

* President Juan campaigned hard in the cities. He also visited the remote towns. (Punctuate the two independent clauses as two simple sentences)

Run on sentence error is similar to a comma fault. The only difference is that the run on sentence consists of two or more independent statements that are run together without any punctuation, or without any connecting word.

* President Juan campaigned hard in the cities he also visited the remote towns.

D. Transitional words can also be used to connect between two independent clauses of a compound sentence. A semicolon always precedes connectives that belong to this group.

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Commonly Used Transitional Words

Accordingly	indeed	as a result
Afterwards	likewise	at last
Again	meanwhile	at the same time
Anyhow	moreover	for example
Besides	namely	for instance
Consequently	nevertheless	for this reason
Doubtless	next	in any case
Eventually	otherwise	in fact
Evidently	perhaps	in like manner
Finally	passively	in short
Furthermore	still	on the contrary

Hence	then	on the other hand
However	therefore	that is
Yet	thus	in addition

- * Rain is our choice for the post; besides, he is the only one qualified.
- * Yul was in the shower; meanwhile, I finished cleaning the dishes.
- * We paid them as scheduled; as a result, we were given discounts.

3. Complex Sentence

A complex sentence contains one independent clause and one or more dependent clause.

- * Before the cock crows twice, you will disown me three times.
- * She went to the bank when it was convenient.

4. Compound Complex Sentence

A compound complex sentence contains two or more independent clauses and one or more dependent clauses. (Independent clauses in hold letters, dependent clauses is underline)

- * While I was waiting for you, our teacher passed by and she inquired about your health.
- * I have to endure the heat, although I am feeling exhausted; moreover, I need to win this race.

Chapter V

Verbal's

Day 25



“Mind is the architect of our fate.

It can make us sick,

Or it can cure us.

Verbals

Verbals are delivered from the verbs and remain many of the characteristics of verbs.

Verbal words are used in both oral and written communication.

Three Verb Form of Verbals (participle, gerunds, infinitives)

A. Participle verbal is a verb form that acts as an adjectives, and participles function as adjectives.

Four kinds of Participles

1. Present participles end in -ing and describe a present condition. Present participles are verbal's

(Their root words are verb) that acts as adjectives (modify nouns and pronouns) and end in -ing.

* The most *beguiling* people come out before election. (The word *beguiling* comes from the verb *beguile*.)

2. Past participles may end in -ed, d, -t, n, or -en, or may have a different spelling in case of irregular verb.

Past participles of irregular verb include: swum drunk gone sung, etc.

* He complained to the waiter that he was given a bent fork. (*bent*- verb bend, bent modifies the noun)

3. Perfect participles- prefixing having to the past participle.

Having sung having called having driven having seen

* Having finished his homework, Lance called his teacher.

The following are regular verbs and illustrate how the verbals change form when in present, past and perfect participles.

Regular Verbs

Present Participle	Past Participle	Perfect participle
Acting	acted	having acted
Adjusting	adjusted	having adjusted
Altering	altered	having altered
Amusing	amused	having amused
Announcing	announced	having announced
Approaching	approached	Having approached
Banding	banded	having banded
Baring	bared	having bared
Bartering	bartered	having bartered
Besieging	besieged	Having besieged
Boiling	boiled	having boiled
Calculating	calculated	having calculated
Chewing	chewed	having chewed
Claiming	claimed	having claimed
Daring	dared	having dared
Defining	defined	having defined
Dissolving	dissolved	having dissolved
Estimating	estimated	having estimated
Fasting	fasted	having fasted
Feigning	feigned	having feigned
Grading	graded	having graded
Glowing	glowed	having glowed
Greasing	greased	having greased
Hallucinating	hallucinated	having hallucinated

Irregular Verb

Present Participle	Past Participle	Perfect Participle
Arising	arisen	having arisen
Awaking	awaked	having awaked
	Awoke	having awoke
Being (am)	been	having been
Bearing (to carry)	borne	having borne
Bearing (to give birth to)	born	having born
Beating	beaten	having beaten
Becoming	become	having become
Beginning	begun	having begun
Bending	bent	Having bent
Bidding	bid	having bid
Binding	bound	having bound
Bleeding	blend	having blend
Blowing	blown	having blown
Breaking	broken	having broken
Breeding	bred	having bred
Bringing	brought	having brought
Broadcasting	broadcast	having broadcast
	Broadcasted	Having broadcasted
Building	built	having built
Bursting	burst	having burst
Buying	bought	having bought
Catching	caught	having caught
Choosing	chosen	having chosen
Coming	come	having come
Cutting	cut	having cut
Doing	done	having done
Drawing	drawn	having drawn

Drinking	drunk	having drunk
Driving	driven	having driven
Eating	eaten	having eaten
Falling	fallen	having fallen
Fleeing	fled	having fled
Flowing	flowed	having flowed
Flying	flown	having flown
Forbidding	forbidden	having forbidden
Forgetting	forgotten, forgot	forgotten, forgot
Forgiving	forgiven	having forgiven
Forsaking	forsaken	Having forsaken
Freezing	frozen	having frozen
Getting	got, gotten	having got, gotten
Giving	given	having given
Going	gone	having gone
Grinding	ground	having ground
Growing	grown	having grown
Hanging (a picture)	hung	having hung
Having	had	having had
Hearing	heard	having heard
Hiding	hidden	having hidden
Hitting	hit	having hit
Holding	held	Having held
Hurting	hurt	having hurt
Keeping	kept	Having kept
Knowing	known	having known
Laying	laid	having laid
Leading	led	having led

Leaving	left	having left
Lending	lent	having lent
Letting	let	having let
Lying (recline)	lain	having lain
Losing	lost	having lost
Making	made	having made
Meaning	meant	having meant
Meeting	met	having met
Paying	paid	Having paid
Proving	proved	having proved
	Proven	having proven
Putting	put	having put
Quitting	quit	having quit
Reading	read	Having read
Riding	ridden	having ridden
Ringing	rung	having rung
Rising	risen	having risen
Running	run	having run
Saying	said	having said
Seeing	seen	having seen
Seeking	sought	having sought
Selling	sold	having sold
Sending	sent	having sent
Setting	set	having set
Shaking	shaken	having shaken
Shinning (light)	shone	having shone
Shooting	shot	Having shot
Showing	shown	having shown

	Showed	having showed
Shrinking	shrunk	having shrunk
Shutting	shut	having shut
Singing	sung	having sung
Sinking	sunk	having sunk
	Sunken	having sunken
Sitting	sat	having sat
Sleeping	slept	having slept
Sliding	slid	having slid
Slinging	slung	having slung
Speaking	spoken	having spoken
Speeding	sped	having sped
Spinning	spun	having spun
Splitting	split	Having split
Spreading	spread	having spread
Springing	sprung	having sprung
Standing	stood	having stood
Stealing	stolen	having stolen
Stinging	stung	having stung
Striking	struck	having struck
Striving	striven	having striven
Swearing	sworn	having sworn
Swimming	swum	having swum
Swinging	swung	having swung
Taking	taken	having taken
Teaching	taught	having taught
Tearing	torn	having torn
Telling	told	having told
Thinking	thought	having thought

Throwing	thrown	having thrown
Trying	tried	having tried
Understanding	understood	having understood
Wearing	worn	having worn
Weaving	woven	having woven
Weeping	wept	having wept
Winning	won	having won
Winding	wound	having wound
Withdrawing	withdrawn	having withdrawn
Wringing	wrung	having wrung

4. Dangling participle another common mistake in English. Participle dangles if there is no word in the sentence which it could properly modify, or when it seems to be related to a word which does not convey the meaning intended.

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* Working harder, my supervisor gave me a nod of approval. (Dangling participle)

The phrase *working harder* modifies the word supervisor. If what you mean by the sentence is "I worked harder that is why the supervisor gave me a nod of approval," then the sentence does not properly show this intended message. The sentence will be misinterpreted as;

"The supervisor is working harder and giving me the nod of approval."

It is not clear that it is not the supervisor who is working harder. The sentence must be revised:

* After I worked harder, the supervisor gave me a nod of approval. (No dangling participle)

Day 26

**“All good works whatever are
Not worth an iota of love,
Which sets free the heart.
Love which sets free the heart
Comprises good work.
It shines, give light and radiance.”**

Verbal Analogy Tests

Verbal Analogy tests or verbal relationship questions ask that you identify the relationship between two words and find another pair of words that is parallel or of that same relationship.

Two Distinct types of knowledge

- A. Knowledge of the words and terms used in the analogy.
- B. Ability to relate these words and terms in a reasonable or logical manner.

Principles of Taking Verbal Analogy Tests

A. Read the analogy as a sentence.

Oak: Tree: Bungalow: _____

Sentence:

Oak is to tree as bungalow is to house?

Or:

Oak is related to tree in the same as bungalow is related to what?

B. Express a relationship between the first two words. Substitute the third word for the first, and figure out a suitable for the second word.

Oak is a kind of tree.

Bungalow is a kind of house.

C. Be alert to commonly used relationship as in the following:

Relationship	Example
-means the same as	wrath: anger
(Opposite of)	long: short
-is a part of	spring: watch
-usually become or comes before	tadpole: frog
-usually goes with	bacon: eggs
-is used by (user)	hammer: carpenter
-is used to (done by)	mop: clean
-is made from or made of	clothing: fabric

-is a larger (smaller) version of	lake: pond
-is a measure of	mile: distance

D. Be aware of the general groupings of verbal relationship as in the following:

1. Person and Object

Contestant: Prize- A contestant aims to win a prize

2. Class and Number

Elegy: Poem- Elegy is a type of poem



3. Country and Capital

Tokyo: Japan- Tokyo is the Capital of Japan

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4. Sex

Stallion: Horse- Stallion is the male gender of a horse

5. Tools

Scalpel: Surgeon- A scalpel is a tool of a surgeon

6. Symbols

Torch: Education- Torch is a symbol of education

7. Sequence

Engagement: Marriage- Engagement comes before marriage

8. Special Sequence

Attic: Basement- Attic is a room just below the roof. Basement is the story of a building just below the main floor.

Exercise: Verbal Analogy and Relationship

1. Mare: Horse:: Lamb: _____

A. ewe c. Tigress e. doe

B. lioness d. goat

2. Food: Famine:: _____ : _____

A. water: drought c. seed: fruit e. supply: demand

B. goods: store d. product: factory

3. Museum: Exhibit:: Theater: _____

A. frame c. gallery e. performance

B. seats d. painting

4. Sister: Sibling:: Wife: _____

A. friend c. mother e. housekeeper

B. spouse d. Partner

5. Blind: sight: _____ : _____

A. diabetic: sugar c. benevolent: charity e. indigent: tact

B. amnesiac: memory d. acrid: taste

Day 27

**“To exist is to change;
To change is to mature;
To mature is to go on creating oneself endlessly.”**



B. Gerunds

1. A gerund is a verbal, that is, both are formed from verbs. In contrast to a principle which is a verbal that function as an adjective.
2. A gerund is a verb form that acts as a noun.
3. A gerund ends in *-ing*. It may function as a subject, direct object, or object of a preposition,
4. Gerunds function as nouns.

* Boxing is Manny Pacquiao's sport.

A. A gerund that is an object of a preposition and placed at the beginning of a sentence forms a phrase with the preposition and almost always expresses action. These must be some word in the sentence to indicate the doer of the action. If there is no such word, the phrase dangles in the sentence.

* After receiving the notice, the deposit was withdrawn. (Preposition- after is the phrase receiving the notice, receiving- gerund)

The sentence should be revised;

* Upon receiving the notice, I withdrew the deposit.

Or

* After I had received the notice, I withdrew the deposit.

B. If a possessive noun or a possessive pronoun modifies the gerund, the proper possessive form must be used.



Correct: The Doctor objects to my joining the race.

Incorrect: The Doctor objects to me joining the race.

C. Infinitives

An infinitive contains the word *to* and the root word of a verb. It functions as a noun, adjective, or adverb. When the word "to" is used with a verb form to complete the infinitive, it is not a preposition. It is merely the sign of the infinitive. Otherwise, if the word following the word *to* is not a verb,

Then the word *to* is considered a preposition.

1. Infinitives can function as nouns.

* To sing was Laila's ambition. (Subject)

- * Her ambition was to sing. (Predicate noun referring to the noun ambition in the subject)
- * She loves to sing. (Direct object of the verb loves)

2. Infinitives can function as adverbs

- * The ladies were convinced to dance. (To dance modifies the verb convinced)
- * I was indeed sorry to learn that you are moving away. (To learn modifies the adjective sorry)

3. Infinitives used as adjectives.

- * In his eyes there was no desire to live. (The infinitive to live describes the noun desire)
- * They denied him permission to appeal. (The infinitive to appeal modifies the noun permission)
- * The necessity to call a police was immediate. (To call a police describes the noun necessity)

4. The sign of infinitive, the word *to*, is usually omitted after certain verbs in order to avoid awkward expressions. The *to* is usually omitted after the following verbs:

Bear	feel	watch	let
Dare	help	see	make
Please	bid	need	

- * We saw him (to) enter the room.
- * I ask her (to) help.
- * We watched them (to) leave the place.

Split Infinitives

An infinitive is "split" when a word (often an adverb) or phrase sneaks between the *to* of the infinitive and the root of the verb. There is a debate among many authorities in English regarding the use of split infinitives. Some sanctions the split infinitive if it results in a clearer meaning or a more pleasant sound. Ordinarily, it is not the best practice to split the infinitive.

* Her mother expected him to not sell the lot.

In the preceding sentence, the word *not* sneaked in between the *to* of the infinitive and the verb *sell*. It is better to rewrite the sentence.

* Her mother expected him not to sell the lot.

(Split infinitive) I ask you to ~~immediately desist from spreading~~ rumors.

(Preferable) I ask you to desist immediately from spreading rumors.

Chapter VI

Punctuation

Day 28



“Radiant is the mind;

Pure energy is its essence.

It is polluted only by defilements.”

Punctuation

Punctuation marks are symbols or signs used to make the meaning of written words clear to the reader.

A punctuation mark can tell you that the sentence expresses a question, declares a statement, or indicates a strong emotion.

Types of Punctuation

1. Period (.) a period may tell you that the sentence expresses a complete though has ended.

Period has several uses

A. Use a period at the end of a declarative or imperative sentence.

* LT Jojo is a visionary leader and a man of action.

* Please give my letter to the kind lad named Mikoy.

B. Use a period rather than a question mark after a courteous request even if the sentence poses a question.

* Will you please give it today.

C. Use a period rather than a question mark after an indirect question.

* They are asking if you wish to go with them.

D. Use a period after initials and abbreviations.

* Mrs.

* Ph.D.

* L. B Makiraptanan

E. Use three periods to indicate the omission of words from a quotation and four periods when the omission comes at the end of a quoted passage.

* "Happy is the man who has not walked in the counsel of the wicked ones... but his delight is in the law of Jehovah...."

-Psalms 1:1-2

2. Question Mark (?)

Question mark has several uses

A. Use a question mark at the end of a direct question.



* Are you planning for a swimming?

B. In a sentence containing more than one question, each question may use a question mark. But if a question is not complete until the final word of the sentence, the question mark is placed only at the end.

* Are you sure of this name? This age? This address?

* Will you come back on Friday, Saturday, or Sunday?

3. Exclamation Mark (!)

Exclamation Mark has several uses

A. Use the exclamation mark to end exclamatory sentences. Such sentences express strong or sudden emotion.

* This is utter sadness!

* What an awesome movie!

B. Use the exclamation mark after interjections.

* Doctor! This is very painful.

C. Use the exclamation mark after commands specifying immediate action.

* Run as fast as you can!



D. Use the exclamation mark after an interrogative sentence meant to be exclamatory.

* Why did you do that!

4. Quotation Mark ("")

Quotation Mark has several uses

A. Use quotation marks to enclose the exact words of a speaker or writer.

* "Do your parents drink wine?" I asked.

B. Use quotation marks to enclose the titles of essays, chapters, stories, films, etc.

* Ms. Gonzales wrote the book "English Grammar."

C. Place a period or comma before ending quotation marks.

* "We do not try to convert others," the Salome Follower said. "Only to live our own way."

D. Place the question mark before the quotation marks when they refer to the quoted content, or after when they refer to the complete sentence.

* Did he say, "He wants to visit me"?

E. Place a semicolon and colon after the quotation marks unless they are part of the quoted material.

* They are shouting, "We will burn your house"; consequently, we have to leave.

5. Apostrophe (')

Apostrophe has several uses

A. Use the apostrophe to indicate the possessive case of nouns.

* Have you played with Ezekiel's new tennis racket?

B. Use the apostrophe to show a contraction.

* It's a sin to tell a lie.

C. Use the apostrophe to form the plural of letters and symbols.

* Planet is filling the paper with letter A's.

D. Use the apostrophe to indicate more than one copy of a word.

* The report of the word counter software states that there are ten work's in the paragraph.

E. Use the apostrophe to denote the plural or some other form of an abbreviation.

* The V.I.P's have arrived.

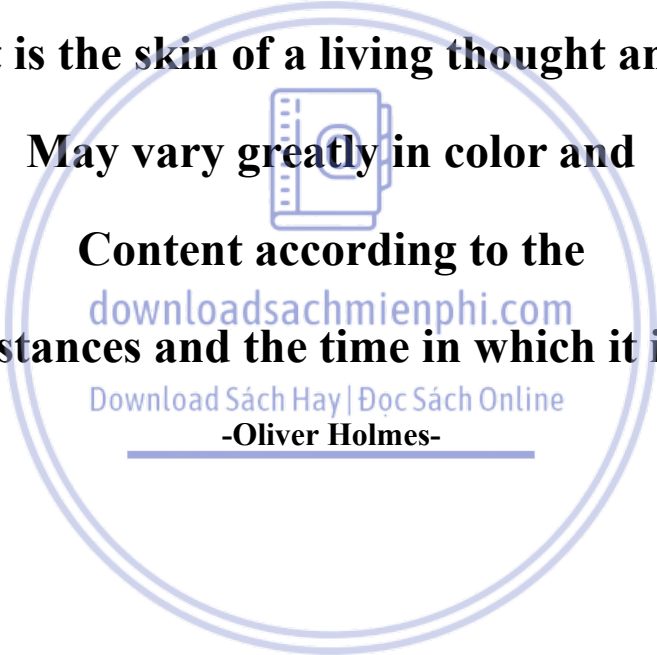


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Day 29

**“A word is not crystal, transparent and unchanged,
It is the skin of a living thought and
May vary greatly in color and
Content according to the
Circumstances and the time in which it is used.”**



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-Oliver Holmes-

6. Comma (,)

Comma may express a slight break in the thought expressed.

Comma has several uses

A. Use a comma to set off an appositive, that is, an expression that explains or gives additional information about a preceding expression.

* Lieutenant Jay John, the epitome of an officer and a gentleman, is a very caring leader.

B. Use a comma to separate the name of a city from the name of a province or state, or to separate the day of the month from the year.

* My baby was born on July 29, 2013, at Ruiz Hospital, Sta. Rosa Philippines.

C. Use a comma to separate the independent clause of a compound sentence.

* I was elated after reading your letter, but I would rather see you.

D. Use a comma to separate words or phrases that express contrast.

* The Americans, not the China, gained their trust.

E. Use a comma to indicate that one or more words that are easily understood have been omitted.

* We received 1,000 donated can goods from the students of Manila High School; from Quezon City High School, 1,500.

F. Use a comma to separate an introductory of word from the rest of the sentence.

* Yes, I will be coming tomorrow.

G. Use a comma after the salutation in an informal letter.

* Dearest Maricor,

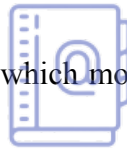
H. Use a comma to separate words that indicate direct address.

* Sha-Sha, Observe the classroom very carefully.

I. Use a comma to separate words and phrases in a series.

* The books include those written by such authors as Reyes, Signo, Andrade and Abello.

J. Use a comma to separate adjectives which modify the same noun if the word and can be substituted for the comma.



* The greedy, fearsome beast was slain by the hero. (The greedy and fearsome beast was slain by the hero)

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K. Use a comma to separate a declarative clause and an interrogative clause that follows it.

* She is now allowed to travel by her boyfriend, will she?

L. Use a comma to separate a name from the words Inc., Jr., Sr., etc.

* Michael Garcia, Jr. is conducting the survey in our office.

* GMA 7, Inc. is a reputable company.

M. Use a comma when writing figures in thousands, but not in street, room, post office box, and telephone numbers.

* \$ 1,000,000.00

* 130 Kaylangis St.

* 123-4567 (a telephone number)

* Room 143

* P.O. Box 5254

N. Use a comma to separate two sets of figures or two identical words.



* Please hand me 5, 2's and 9, 6's.

* Where it is, is not known.

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O. Use a comma to separate a proper name from an academic degree or honorary title. Additional, use a comma between two or more degree or titles.

* Erich Ilare, D.B.A., C.P.A.

* Kim De Torres, M.D., Ph.D., Chief of clinics.

P. Use a comma to set off direct quotations.

* "Watch the first movie," Ken-ken told me.

7. Colon (:)

Colon has several uses

A. Use a colon after a word, phrase, or sentence that introduces a list, a series, tabulation, extracts, texts and explanations to the introductory words.

* The prerequisites for enrollment are: High school diploma and school clearance.

B. Use a colon to indicate clock time, unless the time indicated is exactly on the hour.

* 12:01 pm

* 12 p.m.

C. Use a colon in biblical references to separate the chapter from the verse.

* I Timothy 3:15

D. Use a colon after a salutation in a business letter. Use a comma after a salutation in an informal letter.

* Dear Captain Don-don:

* To whom it may concern:

8. Semicolon (;)

Semicolon has several uses

A. Use a semicolon to separate two long independent clauses that are punctuated internally by commas.

* He used to be a varsity player in basketball, and swimming; but, he now seemed lethargic, and always drowsy.

B. Use a semicolon to separate independent coordinate (equivalent) clauses that are related in meaning when no coordinate conjunction is used.

* They decided to help the farmer with her medical bills; they collected donations for her.

C. Use a semicolon before words such as for example, for instance, namely, or that is which introduce an example, enumeration, or items in a series.

* There were two incorporators present in the meeting; namely, Mrs. Violy Atienza, Mrs. April, and Mr. Bienbenido.

D. Use a semicolon to clarify listings where a comma is insufficient to separate the items clearly.

* The Cooperative meeting was attended by Dr. Rico, Principal; Mr. Flacido, President; and Mrs. Silvia.

E. Avoid the over use of the semicolon in a paragraph.

9. Parenthesis ()

Parenthesis has several uses

A. Use parenthesis to separate words, phrases, clauses, or sentences which enclose materials that explains, translates or comments.

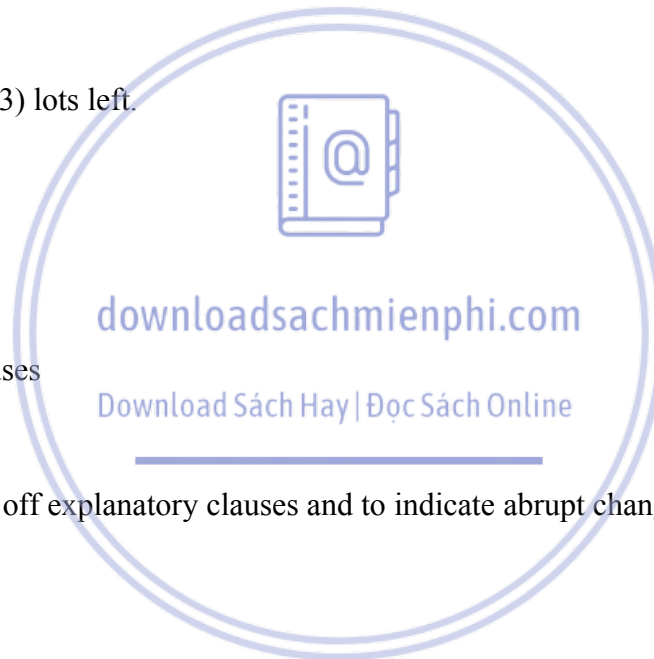
* The yacht sailed for five nautical miles more (a nautical mile is about 6000 feet) before it sank.

B. Use parenthesis to enclose letters, numbers, or a symbols when referring to an appositive.

* There are three (3) lots left.

10. Dash (-)

Dash has several uses



A. Use dash to set off explanatory clauses and to indicate abrupt changes in the continuity of expression.

* I feel happy- even jubilant- to see you married at last.

B. Use dash to mark limits between dates, number, places, and times.

* The bar is open from 6 p.m. - 6 a. m.

C. Use dash before or after a clause that summarizes a series of words or phrases, instead of a colon.

* Love, joy, peace, kindness- these are the fruits of the Holy Spirit.

D. Use dash to give emphasis.

* She deposits the money- our money- in our joint bank account.

Capitalization

A. Capitalize the first letter in the sentence.

* The parched, hungry earth drank up the rain.

B. Capitalize the beginning letter of days and months.

* Sunday

* September

C. Capitalize the beginning letter of proper nouns.

* Philippines

* Cherry Aquino

D. Always capitalize the pronoun I.

* After one hour, I reached the peak of Mt. Apo.



E. Capitalize names of the seasons if there are personified.

* Summer's vacation.

F. Capitalize words that show family relationships when there are used with a person's name or when they stand unmodified as a substitute for a person's name.

* We are grateful for our Aunt Elize's Unstoppable support.

She is my aunt.

G. Capitalize names of historical events, historical periods and historical documents.

* World War II

* Edsa Revolution



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H. Capitalize languages but not other school unless they are names of specific courses.

* English, Geometry, Physics.

* English, geometry, physics.

I. Capitalize titles of people if they are followed by a name.

* General Luna.

* The good general.

J. Capitalize sections of a country but do not capitalize directions.

* I live in Southern Luzon which is situated south of Manila.

K. Capitalize references to the Deity and to the titles of religious holy books.

Almighty

Bible

Creator

Lord

God

IDBCJ



Day 30

**“Natural abilities are like
Natural plants... That need
Pruning by study.”**

-Francis Bacon-

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List of Troublesome Words

1. All ready- means everybody or everything is ready

Already- means previously

2. Almost- an adverb meaning nearly

Most- an adjective which is the superlative of some

3. alumnus- refers to a male graduate (singular)

Alumni- refers to male graduates (plural)

Alumna- refers to female graduate (singular)

Alumnae- refers to female graduates (plural)

4. Among- used to refer to more than two persons or things

Between- used to refer to only two persons or things.

5. amount- refers to quality in bulk

Number- refers to countable units (persons or things)

6. antagonist- a competitor in any sphere of action; an opponent, villain

Protagonist- one who takes the lead in any movement; an advocate; a leading character

7. behavior- action in conformity with the required standards of decorum

Conduct- direction or guidance of one's action

8. Beside- means next to or close to

Besides- means in addition to

9. bother- minor disturbance of one's peace of mind

Annoy- stresses temporary disturbance of mind caused by something that displeases one or tries one's patience

10. Bring- to carry towards the speaker

Take- means to carry away from the speaker

11. can- used to indicate ability or capability

May- to indicate permission

12. fail- to be unsuccessful in obtaining a desired end

Flunk- to fail or cause to fail in school work

13. fewer- refers to quantities that can be counted individually

Less- used for collective quantities that are not counted individually and for abstract characteristics

14. Formally- means in a formal manner

Formerly- previously



15. hanged- used in reference to a person

Hung- used in reference to a thing

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16. I- personal pronoun referring to the speaker

Me- objective form of the pronoun I

17. In- refers to a state of being (no motion)

Into- used for motion from one place to another

18. lay- put/place

Lie- rest/ recline

19. Lend- give

Borrow- get

20. let- allow/ permit

Leave- go away/ keep in place

21. lawful- allowed by law, not contrary to law

Legal- established or authorized by law

22. Learn- to acquire knowledge; to find out why

Teach- impart knowledge, to show how

23. love- used to mean to have a strong liking for

Like- expression of mind inclination



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24. passed- past participle of the verb pass

Past- adjective/a time before the present

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25. permit- more positive word; suggesting formal authorization

Allow- implies no attempt to hinder or prohibit

26. Precede- to go before in place, order, rank or time

Proceed- to go or move forward

27. raise- move to a higher place; regular verb

Rise- get up; irregular verb

28. set- put something

Set- sit down

29. suit- used for a set of clothes, lawsuit, set a cards

Suite- connected series of rooms, set of furniture

30. They're- means they are

Their- showing possession

There- means place

31. over- expresses the idea of place

More -then expresses the idea of quality



32. At- used to indicate specific address

On- used to indicate names of streets, avenue, etc.

In- used to indicate the names of cities, provinces, countries and continents

33. Farther- refers to distance or remoteness in space.

Further- refers to remoteness in time, to degree, extent, quality, or to express the idea of something more or additional.

34. The- is used with a specific noun, it is used when the noun it modifies refers to a definite object, person, or place.

A- Is used modify singular nonspecific nouns that begin with a consonant.

An- is used to modify a singular specific nouns that begin with a vowel or an unpronounced h.

35. Who is the correct form of the nominative case

Whom is the correct form for the adjective case

Whose is the correct form of the possessive case



Answer Key

Pronouns and Antecedents

1. Its
2. Who
3. I
4. Them
5. Us
6. Whoever
7. She
8. Me
9. it's, me
10. Himself



Tense Usage

1. Has
2. Has
3. Created
4. Have eaten
5. Could

Prepositions and Conjunctions

1. Of
2. As

3. Among
4. Besides
5. From
6. Whether
7. As if
8. Until
9. In
10. Put the blame

Subject-Verb Agreement

1. A (was)
2. B (were)
3. B (gets)
4. B (laid)
5. B (varies)
6. A (Is)
7. B (adds)
8. A (was)
9. A (was)
10. A (has)



Verbal Analogy and Relationship

1. A (ewe)
2. A (water: drought)
3. E (performance)
4. B (spouse)

5. B (amnesiac: memory)

Error Detection

1. B (she has)

2. A (didn't see)

3. B (when he doesn't seem to do)

4. B (he doesn't)

5. C (lived in Bacolod)



Conclusion

Thank you for downloading this book. I hope this book was able to help you to see your English grammar as well as figure out what you can do to help yourself to get better to communicate.

It is easy-to-learn process but with enough determination to learn and support from your love ones, this is something you can be achieve.

Just remember focus and keep your head up to understand though it all.

The next step is to apply what you have learned, put everything into action and learn more and more, day by day.

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Preview Of ‘Cookbook Paleo Recipes: For Beginners, Top most quick and easy healthy recipe

Preparing quality food is among the most caring things we can do for ourselves and the people we love. That's why cookbook: Paleo Recipes For People Who Love To Eat is packed with recipes for food that you can eat every day, along with easy tips to make sure it takes as little time as possible to get healthy, delicious food into your well-deserving mouth.

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